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# *U' Look at* 4-H Club Work in Home Improvement

*A Report of  
4-H Club  
Home  
Improvement  
Conference  
Chicago, Ill.  
March 10-12, 1952*

Extension Service  
U. S. Department  
of Agriculture



UNITED STATES  
DEPARTMENT OF AGRICULTURE  
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"Home-improvement projects because of provide young people

"Achievement of the project builds

"Home-improvement beautiful as well as

"4-H home-improvement of merely using 4-H

"The 4-H home-4-H member a feeling of pride and satisfaction in his home."

The above comments are only a few of many that were made during the discussions at the conference sponsored by the Federal and State Extension Services, the National Committee on Boys and Club Work, and the Sears-Roebuck Foundation.

The purpose of the conference was--

To review the present situation and develop policies and goals for the 4-H Club program on a relatively long-time basis.

To develop a 4-H home-improvement manual for the use of 4-H leaders.

To develop ways and means of expanding the program in keeping with the present social, economic, and educational trends and the needs of young people.

We hope that this report will be of assistance to you in expanding and enriching the 4-H home-improvement club program in your State.

Mary Rokahr,  
In Charge, Home Economics Section

Gertrude L. Warren,  
In Charge, Organization of 4-H Club Work

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# 825125 National 4-H Home Improvement Awards Program



(Relates to interior improvements of home, including furnishings)



## OBJECTIVES

The purpose of this awards program is to encourage 4-H members to achieve the following:



1. To acquire a knowledge of the principles and the materials involved in making the home more attractive and convenient at minimum cost.
2. To plan home improvements for beauty, comfort, health, privacy and safety in keeping with the needs of every member of the family.
3. To appreciate what is good and enduring in old as well as in new furnishings and accessories.
4. To develop the necessary skills such as painting and simple carpentry in making the improvements planned for the home.
5. To demonstrate to others what has been learned relative to home furnishings, arrangements and practices.
6. To attain those individual and social satisfactions derived from having a comfortable and well-furnished home.

## REGULATIONS

### Who May Take Part

Bona fide 4-H Club members working under the supervision of the Extension Service and enrolled during the current year in a 4-H home improvement project or activity, may participate.

### How to Take Part

To participate the 4-H Club member must do a good job in the 4-H home improvement project. Before the final reporting date, the member should submit such records as may be requested by the County Extension Agent.

### For State Winners

Participants must have passed their 14th birthday and must not have passed their 21st birthday on January 1, 1952, and must have completed at least three years of 4-H Club work including the current year.

Conducted by the Extension Service of the State Agricultural College and the U. S. Department of Agriculture cooperating. Arranged and announced by the National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago 5, Ill.

## AWARDS

Donor:  
THE SEARS-ROEBUCK FOUNDATION  
Chicago, Illinois

### ★ County ★

Four sterling silver medals of honor, shown here, will be awarded to four representatives of a blue award group.



### ★ State ★

An all-expense trip to the National 4-H Club Congress to be held in Chicago, November 30-December 4, 1952, inclusive.



### ★ National ★

Eight college scholarships of \$300 each will be presented to a blue award group selected from the State winners.



The State Extension Service accepting this activity will provide information and suggestions for carrying on the activity and helping 4-H Club members in reaching its objectives.

See Your County Extension Agent for Complete Information

# Home Improvement Program Contributes to Family Living

## Opportunities Unlimited for Utility, Comfort, Beauty

**J**UST the name—Home Improvement—may sound rather general. It can, however, be broken down into many different kinds of “improvements” which add much to family living. Nowadays, there are more hours for leisure, and these hours are usually spent in the farm home. That’s why this program is so important to every 4-H’er.

Your problem is to figure out ways and means of bringing about changes which will make your home more attractive and livable. It’s a fascinating study. You’ll be surprised at how much you can do on so little. Ingenuity, time and hard work are the chief requisites. Of course, some cash is needed, too. All depends on your pocketbook and scope of your project.

There is usually a choice of starting points. One of the most popular right now among club members is their own room. After consulting with mother, other things may want doing first such as sanding floors; removing faded wallpaper to make way for new; matching draperies to carpet and upholstering; building a corner cupboard or bookshelf; refinishing an old table; sewing new kitchen curtains; or making a sturdy chest for baby brother’s toys.

Opportunities are endless. A quick review of what has been accomplished by recent national winners may give you ideas and the urge to get started on a project of your own.

Lee Lee Wheeler, 16, of White Plains, Ga., in four of her seven years of club work, specialized in home improvement, doing over five rooms in the 100-year-old home and refinishing 91 articles. Lee Lee’s home furnishing demonstrations won first place in county, district and state in 1950. These demonstrations were given 30 times before audiences totaling 1,958 people.

Betty Remsberg, 18, of Middletown, Md., active in 4-H home improvement four years, painted 23 rooms and 2 halls, and papered 18 rooms. Most of the work was done in renovating a 100-year-old house her family moved into. She replaced window panes, and helped with all the interior remodeling, including tearing off old plaster.

Louise McLean, 16, of Sharon, Mass., in club work six years, carried home improvement three years. At very small cost she redecorated the dining room, two bedrooms and the bathroom. Much of her decorating, such as papering walls, was done with no help and no previous experience. Louise gave a demonstration called “My Dream Come True,” showing how she carried out her home improvement projects.

Jacquelyn Calvin, 18, of Ravenna, Nebr., in seven years of club work has become skilled in room decoration. She was county winner in room improvement, won a purple ribbon on her hook rug, a blue placing on her crocheted rug and a red on her bedspread, dressing unit and room pictures. From her grandmother’s attic came an old oak bed—a wedding gift—which Jacquelyn refinished into a present-day prized possession.

Eula Duncan, 16, Fort Sumner, N. Mex., sold 500 used burlap sacks for \$35 and bought materials needed to turn an unused upstairs room into an attractive bedroom for herself and twin sister. She papered, made window seats with storage space



Shown above are the eight national winners in the 1950 4-H Home Improvement program getting the autograph of F. B. McConnell, president of Sears, Roebuck & Co. (left). Front row, from left, the girls are: Louise McLean, Mass.; Eula Duncan, N. Mex.; and Lee Lee Wheeler, Ga. Back row, from left: Patsy Eaves, Okla.; Betty Remsberg, Md.; Susie Marshall, N. C.; Joan Karns, Ore., and Jacquelyn Calvin, Nebr.

beneath, a chest of drawers from an old dresser and a “Hollywood” bed from an old iron bedstead. She also made lamps and did the carpentry on the closet.

Susie Marshall, 18, Engelhard, N. C., began in 1944 to improve her unattractive and inconvenient room by making curtains, a bookcase and rugs, and rearranging furniture. Next she refinished floors and woodwork, made a shoe rack, covered stool and study unit. Two years later she repainted her room. Her enthusiasm and success won her parents’ co-operation, and she was privileged to improve the whole house.

Patsy Eaves, 17, of Davis, Okla., in eight years of 4-H work has shown a complete home improvement exhibit at the county fair every year since 1943, winning many honors, including a \$50 U. S. Savings bond. In her home she completed 72 projects, painting, papering, and refinishing furniture. She has become so skilled that she can redecorate a whole room—walls, ceiling and all—without help.

Joan Karns, 15, Orenco, Ore., six years in 4-H, began home improvement three years ago. The garage, back yard, her room and the porch got first attention. She made a patio in the yard, cleaned up and decorated the porch, and made her own bedroom out of a former washroom 18 x 5 feet. Her room improvement exhibits have won first and second places at the county and state fairs.

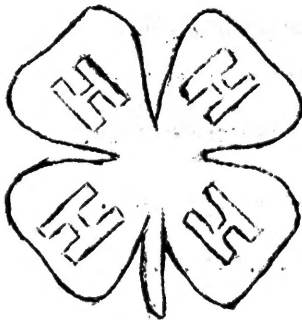
Talk things over with your folks and club leader. Whether you are a newcomer—or an oldtimer in this program, you are certain to find new inspiration in the stories told here.

And don’t forget the fine awards offered by The Sears-Roebuck Foundation. That \$300 scholarship check might look far away now, but it can have your name on it just as well as any of the eight deserving 4-H’ers so honored each year. Then there is the state winner’s trip to the exciting National 4-H Club Congress.

*Additional copies of this leaflet for distribution to interested leaders and members are available from the State Club Office or the National Committee on Boys and Girls Club Work.*

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THE PLACE OF HOME-IMPROVEMENT CLUB WORK  
IN THE TOTAL 4-H PROGRAM

The home-improvement program can best serve the needs of youth and family in an age of insecurity if it brings about--

An appreciation of home as a place where individual needs of all family members are met.

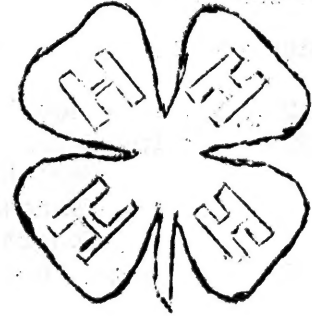
A recognition that furnishings and home planning are a means of developing satisfactory human relationships among family members and friends.

An acceptance of the fact that homemaking is increasingly a cooperative activity involving all family members, and the 4-H program should, therefore, involve younger as well as older boys and girls.

This conference was sponsored by the Federal and State Extension Services, The National Committee on Boys and Girls Club Work, and the Sears-Roebuck Foundation.



WHAT HOME-IMPROVEMENT PROGRAMS  
SHOULD DO FOR BOYS AND GIRLS



The home-improvement program should provide and develop for the  
4-H member:

A feeling of pride in the home as a place where friends  
are welcome.

A feeling of belonging to and being a part of home  
activities. The home is a center around which all  
activities of the family revolve.

An interest in home activities acquired through taking  
part in home plans and changes.

A fulfillment of special individual needs, such as--

A place of his own.

A place to store clothing, or things relating to his  
hobbies.

A place to study and to pursue activities of his choice.

A consideration for the home as a group of areas serving  
activity needs rather than as consecutive rooms.

A sense of judgment that will lead to satisfactory selection  
of design and quality in furnishings in relation  
to cost and function.

A feeling of satisfaction and accomplishment through  
acquiring skills and efficiency in homemaking.

## CONFERENCE PROGRAM

Monday, March 10      Presiding: Gertrude L. Warren

10:00 a.m. Introductions

10:15      Improving Homes--A Worthy Objective

Mary Rokahr, U.S.D.A.

Kenneth Anderson, National Committee

Robert Mullen, Sears-Roebuck Foundation

11:15      Round Table: 5-minute reports by State representatives

12:30 p.m. Luncheon: Presiding, Robert V. Mullen

Showing of the Sears-Roebuck Foundation Movie, "The Fifth H"

Discussion: How Can This 4-H Motion Picture Be Used Effectively?

2:30 - 5:00 Group Conferences

Group I. Situation, Objectives, and Plans for Future

Group II. Materials and Ideas for the 4-H Club Leaders' Manual

Group III. Methods of Increasing Enrollment and Improving 4-H

Home-Improvement Project Work

Tuesday, March 11

9:00 - 12:00 Continuation of Conference Group Discussions

1:30 - 2:30 Continuation of Conference Group Discussions

2:30 - 5:00 Tour to Merchandise Mart to see selected home-improvement exhibits

5:30      Dinner, Merchandise Mart: Presiding, C. L. Noble

Wednesday, March 12      Presiding: Mary Rokahr

9:00      Reports of Conference Groups

Recommendations

Discussions

Summary

12:30      Adjournment

## Conference Groups

I. Situation, Objectives, Plans for Future

Alice McKinney, California

Agnes Hansen, Wisconsin

Mary Rokahr, U.S.D.A.

Mabel Smith, National Committee

III. Methods of Increasing Enrollment

Alice Carlson, Oklahoma

Esther Taskerud, Oregon

Bob Mullen, Sears-Roebuck

II. 4-H Club Leaders' Manual

Tena Bishop, Massachusetts

Ruth Jamison, Virginia

Dorothy Iwig, Illinois

Gertrude Warren, U.S.D.A.

Kenneth Anderson, National Committee



PARTICIPANTS IN 4-H HOME-IMPROVEMENT CONFERENCE

EXTENSION SERVICE

Gertrude L. Warren, Organization of 4-H Club Work, Extension Service,  
U. S. Department of Agriculture, Washington, D.C.

Mary Rokahr, In Charge, Home Economics Section, Extension Service,  
U. S. Department of Agriculture, Washington, D.C.

Alice Carlson, Associate State 4-H Club Leader, Oklahoma A. and M. College,  
Stillwater, Okla.

Ruth Jamison, Home Furnishings Specialist, Virginia Polytechnic Institute,  
Blacksburg, Va.

Alice McKinney, Home Furnishings Specialist, University of California,  
Berkeley, Calif.

Dorothy Iwig, Home Furnishings Specialist, University of Illinois,  
Urbana, Ill.

Agnes M. Hansen, Assistant State Club Leader, University of Wisconsin,  
Madison, Wis.

Tena Bishop, Assistant State Club Leader, University of Massachusetts,  
Amherst, Mass.

Esther Taskerud, Assistant State 4-H Club Leader, Oregon State College,  
Corvallis, Oreg.

THE SEARS-ROEBUCK FOUNDATION

R. V. Mullen  
Bernice Dollnig

NATIONAL COMMITTEE ON BOYS AND GIRLS CLUB WORK

Mabel R. Smith  
Emmie Nelson  
Dene Curtis Ratermann  
G. L. Noble  
K. H. Anderson  
T. W. Thompson  
L. E. Troeger  
A. B. Heiberg

## IMPROVING HOMES--A WORTHY OBJECTIVE

Gertrude Warren, who presided at the opening meeting, expressed the conviction that home improvement was the most important of all projects because of its influence on the way of living. The training it can provide young people can greatly strengthen the future homes of our country.

Miss Rokahr presented some situations that affect the 4-H home-furnishings program, using 1951 rural family living charts, HNHHE, USDA:

- Shifts in population between States make it important for program adjustments to be made in the State.
- There is a large percentage of children in the population.
- More rural and city women will be working.
- More older people will probably be guiding 4-H Club work in coming years.
- "To make the worst better first" is a good slogan in home-improvement work.
- Storage improvement is greatly needed in rural homes.
- Use 4-H improvement to develop boys and girls instead of using 4-H boys and girls to improve home furnishings.

Kenneth Anderson reviewed the results of the first conference on the ways and means of improving 4-H home-improvement club work. This conference was held in Washington, D.C., September 27, 1949, and was called by Gertrude Warren. It was attended by six State and county 4-H Club staff members, three State home furnishings and home management specialists, four Federal extension staff members, two representatives from the 4-H National Committee on Boys and Girls Club Work, and one representative from the Sears-Roebuck Foundation.

This conference clarified the need for more adequate literature, including a leaders' manual, better-trained leadership, the use of various teaching techniques such as visual aids and the publicizing of success stories, and suggested that more clear-cut objectives be developed. Mr. Anderson said that the stories of achievement point out that the project builds family solidarity and family cooperation. More boys are coming into the program. The awards program enrollment showed 26,247 increased membership since the program was started. Increases were reported in 28 States and decreases in 14 States, and information was incomplete in 6 States. There was an increase of 18,827 in the number of members completing. On the average, 2½ medals of 4 available to counties were used.

One hundred forty-four counties qualified for Negro awards. Negro participation in the home-improvement program was higher than in other projects. Negro participation may account for a portion of increases in enrollment and in awards program participation.

Mr. Mullen, of Sears-Roebuck, cited the remark of the national winner from New Mexico, Sheila Callahan. She stated that the chief values of the project were in learning to meet and talk to people in her town. This remark brought attention to broad values of the program, not only in numbers enrolled but in quality of work done. The Sears-Roebuck Foundation is interested in serving the project to that end.

G. L. Noble expressed the hope that the group would consider other benefits besides the utilitarian and develop a feeling for the beautiful and an understanding of the backgrounds of home-furnishing patterns and traditions. He thought we should consider ways and means of developing flexible requirements and mass production.

#### REPORTS OF STATE ACTIVITIES BY REPRESENTATIVES AT THE CONFERENCE

The organization plans for 4-H home-improvement club work varied greatly. Some of the States report that the program is a phase of home demonstration work with girls and boys participating throughout a 9-year period. Others reported special 5-year project plans with specific activities such as rearrangement or treatment of windows, walls, furniture, and accessories. All States reported that they were trying to interest boys in this program and adapting materials to the needs of the younger girls. Phases included, to create greater interest in the program, were color, flower arrangement, pictures, and lamps. Tours to stores were proving successful.

Training for both extension workers and local leaders was reported to be needed, but there were encouraging statements that the quality of the work and general interest were improving.

Excerpts from annual reports giving information on how the program is developed in a few States and some of the results will be found in the appendix.

THE FIFTH H--A dramatized film story of 4-H home-improvement

The Fifth H, a colored movie, produced by the Venard Organization, Peoria, Ill., for the Sears-Roebuck Foundation and made available to State extension services, was reviewed. The discussion that followed brought out the following points:

The movie is excellent in telling the 4-H home-improvement story. In the closing, it was felt that careers for girls were represented as less desirable, whereas homemaking and careers could have been presented as both making valuable contributions to society. In general, the good points far outweigh any adverse criticism.

Suggestions for use of the film include:

- Use at county girls' days (with dress revues, etc.).
- At women's local leader meetings.
- At State 4-H week for boys and girls, round-ups, and other State-wide activities.
- Use of portions of the film on television.
- Use with retailers.
- Show it to all members of State and county extension staffs.
- Show to REA and other cooperative agencies and organizations.
- An explanation of how this movie happened to be made and its purpose could be given before the showing. Discussion questions could follow. Since the picture is planned to create interest, it should be shown to prospective enrollees.

REPORT OF THE COMMITTEE ON SITUATION, OBJECTIVES, AND PLANS OF ACTION

SITUATION

Enrollment - The 4-H home-improvement program is one of the Extension Service activities that were begun in the early 1920's. The growth in the number of girls and boys competing has been gradual, rising from 22,268 in 1925 to 135,467 in 1950.

Awards - The number of States enrolled grew from 44 in 1947 to 48 in 1951. The number of counties naming winners grew from 1,059 to 1,485. The number of members competing grew from 106,625 to 137,919. The awards were made available to 4-H Negro boys and girls in 1951. Fifty copies of the movie "The Fifth H" were made available for circulation in 1952 by the Sears-Roebuck Foundation to help develop this program.

Population Changes - There have been a 55-percent increase in children under 5 years of age from 1940 to 1950 and a 33-percent increase in the 65- to 75-year-old group. Such changes are significant in enrollment plans and procedures in the future, especially in the next 5- to 10-year period.

Population Shifts - Population shifts, as in the South, which shows a 35-percent gain in urban population and an actual loss of 50,000 rural population, and the shift in New England toward rural living from urban, will have an effect on 4-H home-improvement programs. Fifteen percent of families who live on farms raise 20 percent of the Nation's children.

Income and Spending - Seventy-eight percent of farm families receive \$3,000 or less net money income. In contrast, only 38 percent of urban families live on this income. Farm families spent, on the average, \$77 in 1950 for house furnishings, as reported by account keepers' families.

Farm Women Working - Fifteen percent of farm wives and 26 percent of urban wives in 1950 were employed. The trend toward younger and older women working outside the home is increasing.

Houses and Home Equipment - Housing and equipment were greatly improved between 1946 and 1951. The need is still great for storage, running water, bathrooms, and the giving of more attention to comfortable, attractive furniture and furnishings. A North Carolina study showed that 45 percent of farm families who improved their housing were either childless or had children 10 years of age or less.

Agent Training - Home demonstration agents still do not seem to receive adequate training for handling 4-H home-improvement club activities with assurance. Studies on the type of training that is now received and how it may be improved should be undertaken.

Integration of Extension Programs - It was noted that there is a general tendency to integrate extension programs in 4-H home-improvement, since the subject embodies knowledge and skills from the fields of family life, engineering, architecture, home management, recreation, and handicrafts. However, such integration can be improved.

The home-improvement program is closely related to many other fields of extension activity. More satisfactory programs might be developed for boys and girls if State extension specialists could accept and promote like standards for articles that go into the home. Specific examples are articles of handicraft, crafts, lighting and lights for the home.

Parent Cooperation - It is evident that 4-H Club boys and girls enrolling in 4-H home-improvement activities will be dependent upon parental cooperation to be successful, since the house and its furnishings are primarily parents' responsibility.

Ages - Emphasis has been placed on the development of a home-improvement program for older girls. The trend is toward developing a program that will appeal also to the younger age group.

Cooperation With Retail Groups - Cooperation with retail groups is good, and there is increasing interest in sharing information of value to the consumer.

Early Marriage - It is reported by extension workers that young people are getting married earlier; therefore, they need home-improvement information at an early age.

Democratic Living - General observation points out that a more democratic living has developed in the homes established since the Second World War and there has been more willingness on the part of men to share household tasks. Part of this has come about through army training and part through necessity because the wife works in many instances.

## OBJECTIVES

See pages 1 and 2 for statements on "The Place of Home Improvement in the Total 4-H Club Program" and "What Home-Improvement Programs Should do for Boys and Girls", as developed by this committee.



## PLANS OF ACTION

### National Level

1. Recommend that a home-furnishings specialist be added to the Federal staff to give national leadership to the program and to help development within States and assist where interstate exchange in literature and methods is possible and desirable.
2. Foster periodic in-service training on a national basis for home-improvement specialists and others concerned with 4-H home-improvement programs.
3. Develop correlation between programs for adults, young men and women, and 4-H, through conference and other accepted techniques.
4. Provide for exchange of ideas between States, and for inter-use of literature and make best use of available excellent materials.

### Suggested Procedure for Program Development on State Level

1. In keeping with the family approach (to problems), a procedure should be developed to review the home-improvement program as to its philosophies and procedures with people in related fields in research, extension, and teaching, including home furnishings, home management, family life, crafts, agricultural engineers, recreation, and textiles.
2. In view of the lack of adequate training in home improvement for county staff, both men and women, it is recommended that State home-improvement and 4-H home-improvement personnel confer with the heads of the home economics departments of all schools in the State offering home economics (1) to review what is already being offered in this field, and (2) to state the needs and opportunities in this field. It is further recommended that this information from the States be assembled in the Federal office and be sent out to all who have participated in this survey.
3. Bibliography of educational materials in the fields of textiles, apparel, home furnishings, and grooming, as compiled by textile, apparel, and home-furnishing committee of the home economics in business department of the American Home Economics Association with regard to home-improvement material available from commercial sources. This is priced at 25 cents and may be obtained from the American Home Economics Association, 1600 Twentieth Street, NW., Washington 9, D.C.

4. It is recommended that each State assemble and study statistics from that State on boys and girls in the different age groups and use these figures in developing its own plan of action within the State.
5. Promote in-service training for county extension agents and others concerned with the development of the home-improvement program.

Report by:

Agnes Hansen, Wisconsin, Chairman  
Alice McKinney, California  
Mary Rokahr, U.S.D.A.  
Mabel Smith, National Committee

## REPORT OF COMMITTEE ON METHODS OF INCREASING ENROLLMENT IN 4-H HOME IMPROVEMENT

### I. Situation

To increase enrollment in 4-H home improvement we must concentrate on two areas:

#### A. Initial enrollment.

The census figures indicate the potential 4-H membership is 15 to 20 percent greater for the 1950's than for the 1940's.

#### B. Reenrollment.

1. To have a high percentage of reenrollment, members must have a satisfying experience.
  - a. Special attention should be given to fitting the abilities and interests of both younger and older club members.
2. It is also necessary for extension agents and leaders to have adequate contact with girls, boys, parents, and other members of the community to stimulate interest of club members in re-enrolling in the project.

### II. Methods

We must make 4-H home improvement more appealing by:

- A. Having project requirements that are flexible enough to meet the needs and desires of all economic levels and age groups.
- B. Developing literature and other teaching materials with interest and appeal for various age groups and for both boys and girls.
- C. Offering an adequate local leader training program:
  1. Develop with 4-H leaders an appreciation of the scope of the project.
  2. Help 4-H leaders to develop the necessary skills and judgment to carry out the program.
  3. Make the 4-H leaders aware of the many resources available in the community and the importance of the use of them in carrying on the 4-H home-improvement program, such as:
    - a. Talents of parents and other people in the community.

- b. Services available through commercial sources, such as general stores, department stores, furniture stores, paint shops, cabinet shops, florists, and interior decoration shops.
  - c. Adult extension group members who have had extension training in home improvement.
  - d. Printed materials supplied through the Extension Service and by commercial groups.
- D. Providing aids and assistance for extension agents to present the home-improvement project effectively in contacts with potential members:
- 1. Slides and film strips (before-and-after pictures of actual 4-H home-improvement projects).
  - 2. Demonstrations by club members for 4-H rallies and similar meetings.
  - 3. Movie, "The Fifth H".
  - 4. 4-H home-improvement club members who have success stories to tell.
  - 5. Factual information on the community and State needs in home improvement.
- E. Using team and individual demonstration as a teaching device and to tell the 4-H home-improvement story to the public. The demonstration may be given for extension groups, farm organizations, civic clubs, television, and otherwise.
- F. Using well-organized tours for 4-H home-improvement club members and their parents to points of interest such as--
- 1. 4-H members' homes at the beginning of the project.
  - 2. Result demonstrations.
  - 3. Homes within the community that illustrate special features of the phase being studied at the time.
  - 4. General stores, department stores, upholstery shops, cabinet shops, paint shops, furniture stores, electric shops, florists.
  - 5. Exchange visits of home-improvement club members between communities or counties.

- G. Telling the 4-H home-improvement story through radio and television programs by--
  - 1. 4-H Club members' experiences through talks and interviews.
  - 2. Demonstrations.
  - 3. Plays and skits.
- H. Make use of the press throughout the year to bring the progress and results of the 4-H home-improvement program to the public and to give recognition to club members and leaders.
- I. Encourage 4-H Club members to exhibit articles and units made in their home-improvement project:
  - 1. Encourage exhibits on a community, county, and State level.
  - 2. Where possible, have 4-H Club members, with the exhibits, tell the story to those visiting the exhibits.
  - 3. Use placards to make the exhibits meaningful to the public.
  - 4. When exhibits are judged, members should receive evaluation of their efforts as well as a ribbon rating.

### III. Ways in which the Sears-Roebuck Foundation can be of Further Assistance

- A. Provide kits, exhibits, and charts for circulation in States.
  - 1. Let agents become familiar with materials now available to them through the Sears-Roebuck Foundation such as wood finishes for floors and for woodwork, wall finishes, fabrics suitable for various purposes (curtains, upholstery), color schemes, room color scheme and texture combinations.
  - 2. Keep the Sears-Roebuck Foundation informed of areas of the project where helpful materials could be developed.
- B. Make the movie "The Fifth H" available.
- C. Provide slides of representative 4-H home-improvement member achievement.
- D. Sears-Roebuck stores cooperate through the Extension Service with the 4-H home-improvement program on local, district, and State levels.
  - 1. Window displays during 4-H week.
  - 2. Supplementary awards.

IV. Ways in which National 4-H News can be of Further Assistance

- A. Continue use of feature stories on home improvement.
- B. Include in Timely Helps for 4-H Clubs materials helpful to home-improvement club leaders.

Committee Members:

Esther Taskerud, Oregon, Chairman  
Alice Carlson, Oklahoma  
R. V. Mullen, Sears-Roebuck Foundation  
Emmie Nelson, National Committee



## REPORT OF COMMITTEE ON LOCAL LEADERS' GUIDE FOR 4-H HOME IMPROVEMENT

PURPOSE - To inspire and assist local 4-H leaders in conducting the 4-H home-improvement program.

SCOPE - To deal with methods and techniques.

TITLE - Local Leaders' Guide for Home Improvement.

SLOGAN POSSIBILITIES - Better Homes for Better Living.  
Home is What You Make It.

CONTENT OF GUIDE - To be well illustrated, good-sized print, good spacing, and simple, direct language.

### I. Inspirational Material

Home-improvement program and what it can do for the family. Tell how the leader, 4-H member's family, and community can benefit. Include the objectives in inspirational narrative.

Quotations appropriate.

Dreaming Song illustrated.

Direct quotes from stories of members previously enrolled in home improvement. Quotes from leaders, if possible to get them.

### II. Tips for Successful 4-H Leadership

Be familiar with the program as it is conducted in your State.

Check on project requirements.

Enroll members.

Get family cooperation.

Help members plan club program for the year.

Attend and guide local club meetings.

Attend leader-training meetings.

Invite qualified people in the community to give instruction and other aids.

Make well-planned home visits.

Help train members how to judge.

Encourage members to keep records.

Help train members who will give demonstrations.

Set time for completion of project.

Get local recognition for junior and senior members.

Try to get good completions.

Help develop potential leadership abilities in the members.

### III. What the Home-Improvement Members will do

Attend and participate in club meetings.

Plan improvements to be made in home in cooperation with parents.

Decide what each will do.

Decide how much money must be spent, if any.

Decide when and how improvements will be made.

Try to get a snapshot of project before starting and at completion.

Participate in demonstrations, judging, tours, and so on.

Keep a record of work done.

#### IV. What the Parents can do

Help members select project.

Help members get material for project.

Help members with their project.

Help members with project record.

Lend encouragement to members.

Attend 4-H meetings and other special 4-H events when invited.

Provide facilities for holding meetings in home.

Serve on parent advisory committees, if called upon to do so.

Cooperate with local leaders.

Provide transportation for members.

Read 4-H material sent to them.

#### V. How To Develop Interest in the 4-H Home-Improvement Program

1. Hold community meeting of parents and prospective members.

a. Give advance publicity.

b. Invite extension agents.

c. Show "The Fifth H" movie, slides, or other appropriate visual aids.

d. Explain the program.

e. Have talk by former home-improvement member, if possible.

f. Have short demonstration.

g. Solicit cooperation.

h. Appoint year's program committee.

2. The first meeting.

a. Include something to do.

b. Include something to see.

c. Appoint committees.

d. Have fun.

The number of meetings held during the year will be determined by the policy in your State.

The program for the meetings will depend largely upon the age and experiences of the members.

## VI. Program for the Year

### 1. Helping the members plan the meeting.

#### a. Delegate responsibility.

- Business.
- Instruction.
- Talks.
- Discussions.
- Judging.
- Tours.
- Exhibits.
- Records.
- Demonstrations.
- Fun.
- Publicity.
- Recognition.

#### b. Giving the program the green light.

Demonstrations (provide three samples with illustrations included).

Home visits, before and after, should be well planned.

#### c. Develop sections in the guide on--

- Tours.
- Exhibits.
- Judging.
- Plays and skits.
- Publicity.
- Visual aids.
- Discussions.
- Talks.

## VII. Where You can Get Help

County extension offices.

Libraries--local and State extension.

Magazines.

Commercial concerns.

Qualified people in the community.

Stores (furniture, specialty home-furnishing shops, paint stores).

Livable homes in the community.

## VIII. Ideas for Home Improvements at Little or No Expense

## IX. Ideas for Home Improvements Which Would Involve Some Expense

(VIII and IX might be combined under heading "Know Your Members" with suggested home-improvement ideas for girls and for boys).

X. How To Complete the Program

1. Collect records
2. Judge members' projects (committee to do this).
3. Plan local club achievement program.
  - a. May be a meeting to include--
    - Recognition of members.
    - Recognition of parents.
    - Recognition of sponsors.
    - Showing and telling what members have done.
    - Demonstrations.
    - Exhibits of work.
    - Selection of members to compete for county awards.
  - b. May be a tour to members' homes, or open house.

XI. Awards Program

Briefly explain incentives available.

Submitted by:

Ruth Jamison, Virginia, Chairman  
Kenneth H. Anderson, National  
Committee  
Tena Bishop, Massachusetts  
Gertrude L. Warren, U.S.D.A.

## DISCUSSION ON USE OF THIS CONFERENCE REPORT

Distribution: The report is being distributed to all State Extension Service directors, State 4-H leaders and assistants, State home demonstration leaders, and home-furnishing and home-management specialists. The National Committee on Boys and Girls Club Work and the Sears-Roebuck Foundation are making a limited distribution.

### Uses:

- (1) Through conferences.--The Federal staff attending the conference said they would call a conference of staff members concerned, to review the findings, develop interest in the program, and outline specific follow-up activities that various staff members might undertake.  
  
State representatives thought similar conferences might be held in the States if 4-H Club leaders or specialists cared to take the initiative.
- (2) In State literature.--Sections of this report could well be used in reaching a decision when revising 4-H home-improvement literature.
- (3) In program planning.--Background statements and suggestions on methods of increasing enrollment are pertinent to many program-planning activities.
- (4) As a bench mark.--This report assembles pertinent data that can be used 1, 2, or 5 years in the future, to judge how far we have gone in reaching objectives and goals.
- (5) In action.--Study plans for action, and carefully read the report.

### WHAT CAN YOU DO?

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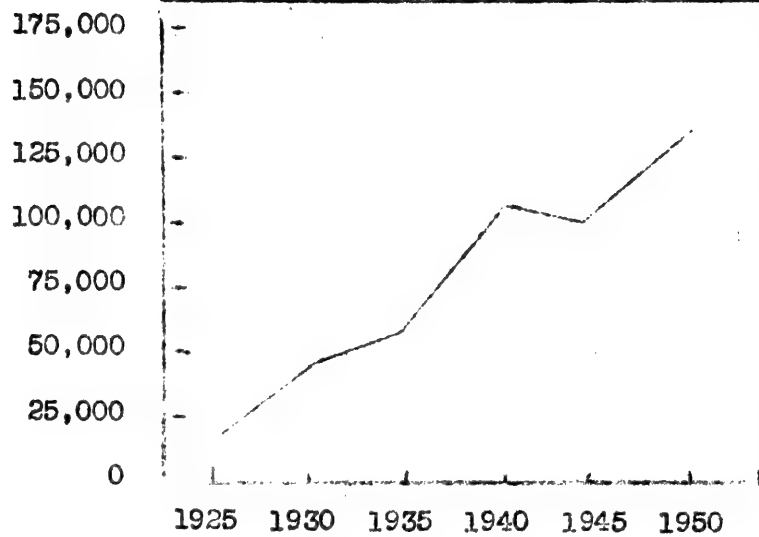
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**\*\* APPENDIX \*\***

**4-H HOME-IMPROVEMENT STATISTICS**

**Extension Service**

**1925-50 Completions for U.S.A.**



1925	-	22,268	1940	-	114,153
1930	-	49,571	1945	-	106,454
1935	-	59,615	1950	-	135,467



NATIONAL 4-H HOME-IMPROVEMENT SEARS-ROEBUCK FOUNDATION AWARDS

Comparative Statistical Summary

	<u>1947</u>	<u>1948</u>	<u>1949</u>	<u>1950</u>	<u>1951</u>
Number of States accepting	44	44	46	47	48
Number of States participating	43	44	45	47	46
Number of States qualifying for State awards	41	42	41*	46*	45**
Number of counties naming county winners	1,059	1,129	1,295	1,436	1,485
Number of medals awarded to county winners	1,990	2,433	3,069	3,424	3,231
Number of members enrolled in home-improvement project	151,051	135,233	151,917	157,592	183,839
Number of members completing home-improvement project	106,625	100,449	115,078	119,092	137,919

\*In 1950 Alaska, Hawaii, and Puerto Rico accepted the program; Hawaii and Puerto Rico participated and qualified by naming Territorial winners; and the same was true in 1949.

\*\*In 1951 Alaska, Hawaii, and Puerto Rico accepted and participated; Hawaii and Puerto Rico qualified by naming Territorial winners.

4-H CLUB HOME-IMPROVEMENT, 1950\*

Excerpts from Annual Reports of State and County Extension Agents

Prepared by  
Division of Field Studies and Training

IOWA

Home-Furnishing Specialist

4-H Girls' Special Activities in Home Furnishings

State Fair. In the home-furnishing division were 263 entries. Of the 33 teams that demonstrated various phases of the home-furnishing field, 10 received blue ribbons, 18 red ribbons, and 5 white ribbons.

The room selected for the special home-furnishing exhibit at the State Fair was Kay Hacker's, a club member from Decatur County. This room represented many of the principles emphasized in the 4-H project, as--

1. Considering the personality of the girl. Kay (a brunette) wears oranges, browns, and greens, and these colors were selected for her room.
2. The type of room. This was a tailored room--plain curtains and bed-spread, and so on.
3. Wise use of money. Kay purchased a good spring and mattress fitted with legs. Later, a headboard could be added. She built the dressing table from an orange crate and used a covered nail keg for a stool. A new desk of unfinished fir was purchased and painted. An old kitchen chair, slip-covered in blue-green percale and trimmed with the blue-green and burnt-orange gingham, served as a desk chair. The dust ruffle on the bed was from white feed sacks.
4. A planned color scheme. Contrasting colors of blue-green and red-orange were used. The walls were papered with the red-orange; the floors were painted dark brown.
5. Furnishings easy to clean and keep in order.
6. Well-selected and hung pictures and accessories, and a good lamp at the desk center.

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\*No attempt is made to cite all references to 4-H Club home furnishings and room improvement. Only selected extracts showing typical methods employed and results obtained in a number of States are included.

4-H Girls' Convention. Special sessions on home furnishings were planned for two afternoons of the club convention.

Edna O'Bryan gave an illustrated talk on "It's Fun To Do Applied Design." The illustrations of actual pieces done by members of her class were most interesting and colorful, showing original designs and planned color harmonies for yarn, painting, and silk-screen painting.

"Making Accessories for You and Your Room," by Mabel Fisher, was an illustrated talk showing many fine, well-designed articles.

Alice Waugh used colored slides to present her part of the program on design, color, and scale in the selection of fabrics for the 4-H girl's room.

June C. Brown,  
Emelda Kunau,  
Ruth Linner,  
Iowa State College, Ames

## KENTUCKY

### House Furnishings

#### Room-Improvement Judging School

In conference with the State 4-H leaders, it was decided to have three rings, one on "Hanging Pictures," one on "Painted Furniture," and one on "Bedroom Combinations," with four classes in each ring. The Painted Furniture ring served as pieces over which to hang pictures for the Picture Ring. A piece of wallpaper was hung behind each class as a background for the picture.

(a) Hanging Pictures. A picture well chosen in subject matter, properly framed, and well placed over the desk and its accessories made up one class. A picture well chosen and well framed was hung obviously too high over the tall chest in the second class. In the third class a too large picture was hung directly behind a large lamp with its string and a big nail showing. In the fourth class a floral picture in a too small and too lightweight frame was hung too high on a floral wall, with no relationship or kinship to the accessories over which it hung. This resulted in a ring easy to judge.

(b) The Painted Furniture Ring had four pieces of painted furniture: a table serving as a desk; a low, broad chest; a tall, narrow chest; and a chair. These pieces varied enough in color, quality, and application of finish to make a good class and proved to be an easy top and easy bottom with a close middle pair.

(c) Bedroom Combinations. In each of the four classes were a bedspread, curtains, slip cover, wallpaper, rug, picture, and some accessory. The classes were such as to bring out good harmony, color, and texture in a girl's bedroom, and they made an easy top and an easy bottom and a close middle pair.

#### Room-Improvement Exhibits at State Fair

Miss Curnutt assembled and arranged the articles that the 4-H Club girls entered in the State Fair. An effort was made to display each article in its natural use in a room. Miss Curnutt was able to work out arrangements for four rooms. Tables were placed end to end and bedspreads were fitted on them and displayed to resemble beds--four of them.

A pair of curtains and drapery were hung close by each bed. Boxes served as dressing tables on which to display dressing-table skirts and tops, and as headboards for one bed that had a quilted headboard cover.

Each room had a chest of drawers; and slip-covered, refinished and re-bottomed chairs and stools were placed as in a room. Rugs were placed in front of the furniture; pictures and mirrors were hung over beds, chests, and dressing tables; and lamps were placed on chests and dressing tables. The articles came from all over the State, but Miss Curnutt was able to group them into a lovely, harmonious setting which was effective as an exhibit.

Myra Button,  
Vivian Curnutt,  
Venice Lovelady,  
Frances Soper,  
College of Agriculture, University of  
Kentucky, Lexington

#### NEBRASKA

#### 4-H Club Leader

Homemaking II - The Girl's Room. The second year of homemaking, "The Girl's Room," is made up of requirements which help the girls to improve their own rooms. The project is especially appealing to those over 12 years of age. They enrich their lives by learning the principles of arrangements of a girl's room.

Furniture arrangements are studied so that the girls will learn to arrange their rooms for convenience, efficiency, and appearance. Before they start their house furnishing, they study the materials they have on hand and use as few purchased supplies as possible. Many times the beautiful and useful articles were made from waste materials. When the project is finished, the member's room is often the brightest spot in the whole house.

The girls take guests to their rooms and show them off with pride. Perhaps the greatest value the girls get is the satisfaction they gain from having created something beautiful.

Another intangible value is that the members work closely with other members of the family while making and constructing the articles. For example, the mother helps the daughter measure her curtains, while the father and daughter work together in constructing the dressing table. This type of relationship brings the parents and daughters closer together.

The girls gain a sense of value as well as an appreciation for house furnishings. These experiences not only give them a start toward furnishing their present home, but the principles learned will guide them in later years when they will furnish their own home.

E. W. Janike and others,  
University of Nebraska, Lincoln

### NEW YORK

#### State Club Leaders

Home-Improvement Recognition Day. Enrollment in home improvement in New York has doubled over the past four years; but, both in New York State and the United States, it has always had a smaller enrollment than any other one of the home-making projects. One reason, we believe, is that there has never been in the New York State home-improvement program as many opportunities for recognition as in the other projects.

To compensate for this, a recognition program for excellence in demonstration work in this project was planned in 1950, and sponsorship of the Sears-Roebuck Foundation was secured for the district homemaking demonstration days in May. Nine demonstrators were selected from the blue ribbon award group to be so recognized.

On August 22 these nine 4-H Club demonstrators and their local leaders received an all-expense trip to Syracuse for this event. The program planned for them included a "get-acquainted breakfast," when the plans for the day were explained to them. By chartered bus they visited the Onondaga Pottery Plant to see the making of china, the Colony Shop, an antique and furnishing store, and a modern home. The members and their leaders expressed their pleasure in all three of these tours.

A reception luncheon was provided at noon at a local hotel. Mr. Fred Tuck, manager of the Syracuse Sears, Roebuck Store, presided and provided a special program for the girls. Their favors, orchids and cologne, were enthusiastically received. Special State ribbons were awarded and a check for \$7 was given each girl.

The enthusiasm of the girls and their leaders regarding this event has secured this activity a place in the 1951 program. The 4-H Club workers who attended felt this was a fine addition to the program.

D. B. Fales,  
Iva Mae Gross,  
F. E. Heinzelman,  
Albert Hoefer,  
Martha E. Leighton,  
J. A. Lennox,  
New York State College of Agriculture,  
Ithaca

### Rural Housing

#### Projects for 4-H Club Members

1. My Room Has a Future. This includes all background material in furnitur arrangement and color planning. Requirements emphasize arrangement and long-time planning for future changes in the room, so that immediate expense is not necessarily involved.

This material should precede many of the other home-improvement projects, but this sequence is difficult to arrange. The specialist taught these basic principles of interior design at the agents' training school. The selection, framing, and hanging of pictures had been included in this project, but should be omitted due to shortage of time at the training school.

2. Groom Your Room. This has been taught as an introduction to the home-improvement program for younger girls and for counties that have not had work in this field before. It presents some training in care of the room and in the construction of certain articles to make the care easier. This included some sewing (fabric closet accessories) and some carpentry (the bulletin board and partitioning of bureau drawers). The specialist taught the making of fabric closet accessories at the agents' training school in June.

3. Fabric Furnishings. This includes the actual construction of fabric accessories for the 4-H Club members' rooms: curtains, bedspreads, dressing-table skirts, closet accessories, and bureau scarves. Many times the leaders have not yet had the color planning work given in "My Room Has a Future," so some time must be devoted to teaching it. The selection of appropriate fabrics, from the standpoint of serviceability, is discussed.

Virginia True and others,  
New York State College of Agriculture,  
Ithaca



NORTH CAROLINA

Home Management and House Furnishings

4-H Program

Room Improvement. This program was carried out in North Carolina in the following ways:

- a. Monthly demonstrations given by the agents.
- b. County-wide training school given to leaders, agents, and 4-H members by specialist in house furnishings.
- c. Office conference.
- d. Correspondence.
- e. Courses at 4-H Club Week.
- f. Tours and home visits.
- g. Home-Improvement Contest.
- h. Exhibits.

Subjects in room improvement, given by agent or leader at monthly meetings:

- |                                         |                                           |
|-----------------------------------------|-------------------------------------------|
| a. Sleeping unit.                       | g. Painting.                              |
| b. Study unit.                          | h. Window treatment.                      |
| c. Dressing unit.                       | i. Pictures for my room.                  |
| d. Storage in the 4-H room.             | j. Accessories for my room.               |
| e. Renovating old furniture.            | k. Making furnishings (bedspreads, dress- |
| f. Floor sanding and finishing.         | ing-table skirts, curtains).              |
| l. Color and design in the 4-H bedroom. |                                           |

In all the demonstrations the general over-all theme is to encourage comfort, convenience, and attractiveness in the room.

Illustrative material from the State office is available in some subjects, but in most cases the home agent will make her own. The miniature furniture made by the Lenoir 4-H Club members was given to the house-furnishings department and is available for the home agents to borrow for their meetings.

Complete units--sleeping, study, storage, and dressing--are available. Also available are curtains, pictures, storage closets, and fittings for the closets. The following lesson sheets are available:

Arrangement in the 4-H Bedroom.  
Care of the Girl's Bedroom.  
Cleaning Can be Fun.  
Floor Sanding and Finishing Record Book  
Girl's Homemaking Record.

It's Wash Day.  
My Dressing Unit.  
My Personal Financial Record.  
Sleeping Unit.  
Storage in the 4-H Bedroom.

Room-Improvement Training Schools...were held by Miss Lee in the following counties: Person, Davidson, Surry, Yancey, Hendersonville, Haywood, Clay, Macon, Cherokee, Jackson, Gaston, Montgomery, Alamance, Harnett, and Pender.

Each training school consists of a two-to-three hour demonstration given in the morning or afternoon. A complete room is set up, the various topics in room improvement are discussed, and illustrative material is shown on these subjects:

Care of the girl's room; arrangement of the furniture; the units (study, storage, dressing, and sleeping); color and design; floors, walls and woodwork; accessories; renovating old pieces of furniture; construction of furnishings (bedspread, dressing-table skirt, and curtains); pictures, selection, hanging, and framing. This demonstration is always received with much enthusiasm by the members, agents, and leaders, and the results are good.

Tours and Home Visits...have proved to be a very successful way to measure results in room improvement. Sometimes the tours are planned in conjunction with the adult tours, and rooms that have been improved are then visited.

Home-Improvement Contest. The county records sent the State office by contestants in the Home-Improvement Contest were exceptionally good. It is interesting to check records and observe the interest that grows from improving a study desk or a dressing table to that of improving a whole house.

Unless one can visit one of these projects, it is impossible to visualize the improvements that can be made in a home by an interested 4-H Club member. A 4-H Club girl can plan home improvements and then carry them out; walls and floors can be finished by a teen-age boy or girl that would be a credit to a professional.

Slip covers, curtains, bedspreads, rugs can be made; and with the help of the father or brothers, storage space can be built. In many cases 4-H girls earn money in other projects and invest it in furnishings for their rooms or homes.

National Home-Improvement Winner. Susie Marshall of Hyde County was the State winner in the Home-Improvement Contest. She was also one of the national winners of one of the \$300 scholarships donated by Sears, Roebuck & Company. (Note: Anyone interested in studying a home-improvement project would be interested in Susie's record book).

Room-Improvement Exhibit at State Fair. One of the booths was set up by the Greene County 4-H Club members. The theme, "Yesterday's Furniture in Today's Fashions," was suggested by the team demonstration during 4-H Club Week. The exhibit was under the direct supervision of the home agent and assistant, Mrs. Margaret Jones and Miss Elizabeth Womble. Miss Lee was the specialist in charge of the booth.

The walls of the booth were painted a soft green. Old oak furniture had been remodeled and then refinished with a soft gray pickled finish. Curtains of glazed chintz in a lovely floral pattern blended with the walls. Chairs were slip-covered in the same material as that of the curtains. Photographs, taken of the furniture before remodeling, were enlarged and placed in shadow boxes on one wall of the booth. Lights under the pictures were controlled by a time switch so that they gave illumination in the order of the various stages of remodeling.

The finish on the furniture attracted so much attention that it was given publicity in the Raleigh daily papers and on the radio.

The outstanding feature of this booth was the participation of the Greene County 4-H Club boys and girls in presenting it.

Pauline E. Gordon,  
Mary E. Lee,  
Katherine S. Riggle,  
North Carolina State College, Raleigh

### NORTH DAKOTA

#### Home Management

A. The requirements of Second-Year Work placed emphasis on the business of housekeeping and how to save work and time in doing it. The manual divided the study into three parts.....

In addition to the general requirements, those girls doing second-year work selected and finished at least one of four units of work, namely--

Dining table	Braided rug
Draperies	Dressing table

Braided Rug. If this unit were selected, the girls learned to prepare the cloth, cut it in strips, fold it and braid it into strands, and finally lace the strands together. Their goal was a rug at least 27 inches in length; if round, 27 inches in diameter.

Draperies. If a girl was fixing up her room, new curtains or draperies might be her needs. In this unit the girls might make one or more pairs of curtains or one or more pairs of unlined draperies. In making these window furnishings, they learned what materials to use and what length and fullness for the effect to be achieved.

Dressing Table. Another unit of interest to 4-H girls who were redecorating their rooms was the dressing table. For this they made draperies for the table and stool. In place of draperies, some made a box cushion for the stool.

B. First-Year Work. In First-Year Home Improvement 510 young 4-H people enrolled. But in some cases, where but two or three of them were in a large club they took second-year work along with those members. However, the majority of the 510 took first-year work.

The girls learned to hem towels; make a pot holder, dust cloth, and furniture polish; to care for their own rooms; and to do some special cleaning; and they studied eight American paintings. They kept their personal accounts as did the second-year girls.

Their general requirements and record of work done were included in the front part of the member's manual. The instructions for making each article and for cleaning their rooms are quite definite and detailed, since the specialists have an opportunity to see the leaders but twice a year.

As in the second-year work, extra help was given leaders in the leaders' manual. Special help was given with planning the program. A suggested program for eight different meetings was included in the manual.

In both years' work, girls were urged to judge the work they turned out, and to put on at least one demonstration. This is not a requirement in first-year work, but leaders were given instruction and pointers on judging and in giving demonstrations, through the leaders' manual. When the specialists met the leaders in a training meeting, more detailed instruction was given.

In addition to the general requirements, as in the members' manual, the girls each selected and finished one of five units, namely--

Glamour Nook	Place for Beauty Sleep
Closet Improvement	Let's Have Fun
Be Prepared, With a First-Aid Kit	

G1 Glamour Nook. In this the girls selected, or redecorated or rearranged, the furniture needed to quickly accomplish the routine of grooming. Then they added the things needed to make it an attractive and interesting part of their room: a dresser scarf, cushion, or chair set.

Place for Beauty Sleep. The leaders reported this unit easiest to teach. Bedding is studied. The girls make pillow slips and blanket and pillow protectors.

Closet Improvement. A closet of the right size and arranged so that everything is handy is rare. In this unit the girls studied the kinds of closets, essentials of a well-planned closet, and what they could do to improve their own closets. Articles for unit requirements are: laundry bag, shoulder-length dress protectors, or skirt hangers. They could add anything to make it handier: rods, boxes for storing clothes, more shelves, or racks for shoes.

Irene Crouch, Assistant,  
Florence P. Day,  
North Dakota Agricultural College,  
Fargo

## OKLAHOMA

### 4-H Club Leader

4-H Home-Improvement included making home-improvement articles; improving storage facilities and bedding; and refinishing furniture. Girls enrolled in the 5th, 6th, and 7th years, as well as the advanced home-demonstration projects, carry special bedroom improvement work in improving their own room or a room of a member of the family.

In 1950, 37,362 4-H girls carried on the 4-H home-improvement work. Article made were dish towels, hand towels, comfort protectors, curtains, pillow cases, table covers, napkins, slip covers and rugs. Over 350 girls participated in the 4-H Home-Improvement Judging Contest at the three State Fairs. Team demonstrations on home improvement were given at local 4-H Club meetings and at the State 4-H Club Round-Up.

Ira J. Hollar and others,  
Oklahoma Agricultural & Mechanical  
College, Stillwater

## UTAH

### Home-Planning, Furnishings, and Management Specialist

### Methods

Leader Training School. A week-long school for all 4-H leaders was held the last week of February; 20 home-improvement leaders representing 16 counties were enrolled. The program was based on project requirements. It was so planned that each leader could make the demonstration material the girls in her club would most likely want to make.

Instead, every leader wanted to make everything! As older 4-H girls usually want to make a piece of furniture for their rooms, footstool-making was the major activity. This was chosen, for it included all basic principles of upholstering. In addition, step-up shelves, drawer dividers, knife racks, and other time-and-space-saving conveniences were made from orange crates and scrap lumber.

County Meetings, Home Visits, and so on. The writer spent four weeks in the field with 4-H home-management clubs. Programs were planned in accordance with their needs. Special help was given in counties that had no home agent. Except for two older clubs, not more than one day was spent with any club.

In one club, where the writer worked for three days, they made attractive and comfortable bedroom chairs out of discards. Nine girls each completed a chair. Many chairs required gluing, bracing, and other means of reinforcement before the real work could be started.

The most satisfying thing about this particular job was that it included girls from homes where money and especially any form of beauty were sorely lacking. One colorful, attractive piece of furniture was all many needed to give them the necessary urge to beautify the entire room, and in two instances the entire home.

Sanding strips of beautiful hardwood for making knife holders was an activity of a group of 10- and 11-year-old girls. As one of them proudly held her finished piece, she remarked, "When my mother finds I can do beautiful things like this, I'll surely have a job on my hands!"

4-H Club Tour...to three large business houses in Salt Lake City, for older 4-H Club girls of surrounding counties, was conducted early in the club season. The 200 girls and leaders were divided into three groups, as no place could accommodate them all.

In the home-furnishing section of one of the largest department stores, the writer gave illustrated lectures on choice of color and accessories for the home. The experience was considered highly profitable by girls, leaders, and heads of the houses concerned, who were loud with praise for the plan. Invitations to repeat the program next year were received before the last group of girls had made their departure.

Rhea Hurst Gardner,  
Utah State Agricultural College, Logan

## VIRGINIA

### House Furnishings

The Home-Improvement Project was planned to help the girl arrange and care for her room; to create a comfortable, attractive, and convenient home at minimum cost; to assist her in understanding what is good and enduring in old as well as new furnishings; and to develop skills in making improvements. Each girl was encouraged to take pictures at the beginning of the project. These suggestions were sent to the home agents before the unit was selected by each county. It was suggested by each group that they work on the unit most needed.

Care and Arrangement, Unit I. Each demonstration requires 30 to 40 minutes. It may be given in school, but better results are obtained in out-of-school meetings. Requirements:

1. Make bed each day.
2. Do weekly cleaning of room.
3. Arrange furniture for greater space and easier cleaning.
4. Plan all improvements to be made in room.
5. Arrange accessories to complete furnishings.
6. Shop for sheets and pillow cases. Buy sheets or list in notebook the size needed, information found on labels (such as sizing, type of muslin, light, medium, heavy--and price of each type). Compare prices of buying and making.
7. Make a dustless dust cloth.
8. Put a screw-eye in mop used in room; hang mop up.
9. Make and equip a cleaning kit.
10. Make scarf to protect dresser.
11. Keep a record.

Sleeping, Dressing, Study, and Reading Units.  
Requirements:

1. Make three or more improvements, preferably all in one unit, such as sleeping, dressing, study, reading, closet, and floor sanding.
2. Arrange furniture and accessories in an orderly fashion.
3. Care for room daily. (Keep record three months).
4. Make a color plan for the room, showing color of walls, floor coverings, window treatment, and other furnishings.
5. Keep a record of improvements, cost, and savings on items. Turn it in to the leader at the end of project.
6. Give a demonstration on improved practice to others in club, county, and district contest. (Take pictures at beginning and end of project).

Sleeping Unit, II. Make a color plan for the room. Do at least two things other than those listed below:

1. Modernize and slip-cover the bed. Buy good springs and mattress.
2. Refinish the bed.
3. Make a dust ruffle.
4. Buy, make, or renovate a bedside table.
5. Buy or renovate a picture.
6. Buy or renovate a bedside or pin-up lamp.
7. Buy a mattress protector.
8. Buy or shop for a pair of sheets (81" x 108").
9. Buy or make a bedspread.
10. Buy or make a bedside rug.



Dressing Unit, III. Select paper and/or paint design for room. Clean, paper, paint walls and woodwork. Make at least two improvements other than those listed below:

1. Remodel a dresser.
2. Refinish a partition in a dresser drawer.
3. Select a suitable trash basket.
4. Buy or make a dressing table.
5. Make a dressing table skirt.
6. Refinish a dressing table stool or chair.
7. Make cover for dressing table stool.
8. Frame a mirror for dressing table.
9. Buy or make dressing table lamps.
10. Buy or make lamp shades.
11. Have a glass cut to cover top of dressing table.
12. Select a cosmetic tray for dressing table.

Study Unit, IV. Buy, make, or renovate curtains, shades, or draw-curtains for windows. Make at least two improvements from those given below:

1. Buy or make a desk.
2. Refinish a table to be used as a desk.
3. Make bulletin board for small pictures and trinkets.
4. Provide a hanging shelf or a picture.
5. Refinish a desk chair, or make a slip cover.
6. Buy, make, or renovate a desk lamp.
7. Provide a blotter.
8. Provide book ends.
9. Provide a trash basket.

Reading Unit, V. (Ages 15 to 21). Do three of the things listed below:

1. Build or provide bookshelves.
2. Buy or reupholster an easy chair.
3. Buy, make, or renovate a reading lamp.
4. Slip-cover an easy chair.
5. Reseat a footstool.
6. Provide a mending basket near resting penter.

Closet Unit, VI. (Open to older boys and girls). Do three of the following:

1. Build a closet if needed.
2. Put shelves 9" apart in one end of closet.
3. Put two shelves across top of closet.
4. Provide a rod for hangers.
5. Provide a shoe rack or bag.
6. Provide a laundry bag.
7. Paint closet to match room.
8. Put light in closet.
9. Provide full-length mirror in closet door.

Note: The girl must make or help make any article used for exhibit. She may get aid of the family for hard-to-do jobs, such as papering, painting, refinishing floors, upholstering, remodeling furniture, and so on.



Floor Sanding Unit, VII. (Open to older boys and girls).

1. Remove furniture from room.
2. Sand (with rented sander) to remove scars and old finish.
3. Sand to make floor very smooth.
4. Apply two to three coats of floor seal.
5. Wax floors.
6. Keep floors cleaned and waxed to preserve the finish.

Boys' Room-Improvement Project  
Ages 12-21

The home-improvement project can appeal to the many boys who like to use their own labor to make their room and the home comfortable and attractive. As with the girls, the project can be taken in units; or a boy can select improvement to complete furnishings of his room or his home.

I. Background Unit -- Make at least three improvements.

1. Paint or paper walls.
2. Paint woodwork.
3. Provide draw curtains of gay colors.
4. Make or buy a rug.
5. Select a bedspread.

II. Carpentry

1. Remodel a bed.
2. Make a bedside table.
3. Finish the bedside table.
4. Refinish the chest of drawers.
5. Make a bookshelf desk.
6. Finish the bookshelf desk.
7. Make bookshelves.
8. Reupholster a chair.
9. Select a good spring and mattress.

III. Sand Floors

ANALYSIS OF PROJECT

Early in the year the specialist analyzed the enrollment, both in care and arrangement, and in the various units of the more advanced problems in room improvement. Her findings were disappointing. In white counties, 1,689 members enrolled, and 735 in Negro counties. Care and arrangement project had 603 member in white counties and 1,281 in Negro counties--a total of 1,884 enrolled in the various units of the room-improvement project. Combining the figures of both projects, there were 4,308 members.

Why were not more of the county groups interested in the home-improvement project? It seemed that the agents thought the project units did not lend themselves to club meetings held in the schools. The specialist then made plans for training the older girls at a special meeting in each district. She invited the agents of each district and asked them to bring their older 4-H Club girls and their mothers. It was felt that to make progress on a project as difficult as room improvement, a girl must have the sympathy and understanding of her mother.

Sixty-two agents, 269 girls, 55 mothers, and 48 leaders attended one of the eight meetings held at a central point in each district. The objectives of the specialist were:

- a. To instill in the girl a desire for change in her bedroom.
- b. To secure an understanding of the project among the mothers and leaders.
- c. To get volunteers from among the girls who would serve as result demonstrators.
- d. To demonstrate to the agents how they could teach more people and get quicker results by giving advanced training directly to the older girls and leaders in a county group rather than to the girls individually.

Following this training, 16 agents held 20 meetings in their own counties, attended by 618 girls. The leaders of 15 counties held 73 community meetings attended by 394 girls.

Although the results do not show up as well this year as it is hoped they will next year, it was gratifying that 1,271 girls and 103 leaders attended these demonstrations.

There were 507 groups with a leadership of 361 adults and 149 juniors; 989 girls gave demonstrations; 1,600 exhibited articles made; 3,054 cared for their rooms daily; 2,248 made color plans before making purchases; 2,449 rearranged the room for better appearance; 220 sanded floors and finished them with floor seal; 1,095 made or bought better-styled curtains or draperies for their rooms; 677 made or bought rugs to fit; 468, with family help, built closets; 902 added shelves, rods, and non-rust hooks; 3,418 made closet accessories to help protect clothes and to keep laundry and shoes off the floor; 1,687 made or renovated accessories; 365 bought new accessories; 102 bought new beds, springs, and mattresses; 1,668 renovated the chest of drawers, the bed, or made dressing table and bench; 567 made 627 bedside tables, bookshelves and desks for their rooms.

Working closely with the agent and leaders, 188 members served as result demonstrators, and held meetings in their homes. Thirty-three tours were made to these homes, to influence other members to do good work when they started on the project.

Patsy Norwood of Halifax County was the winner in the State contest and received the trip to the Club Congress in Chicago. Her record showed that she had completely decorated her own room; painted and fixed up her brother's room; provided storage space in the hall for linens and out-of-season clothing; and re-finished a chest and chair for the downstairs hall. Then she started reorganizing the kitchen, dining room, and back porch to make storage easier. She provided additional storage space for kitchen equipment, to place it where needed; she hinged the top of the tea wagon to accommodate dishes used in the dining room. It was a pity she did not have stiff competition. Her next year's program might have helped her to win one of the national awards. She won second alternate on the national level.

The Care and Arrangement Project was taken by 22 counties with an enrollment of 2,099 in 138 groups; 1,753 members completed under the leadership of 87 adult and 36 junior leaders; 848 members gave demonstrations to their groups and to others; 903 made exhibits of their work; 1,732 members cared for their rooms daily and kept records for three months; 544 continued to keep records of the progress they made in caring for their rooms; 935 rearranged their rooms to make them more orderly and easier to clean; 417 learned how to choose bed linens of adequate quality and size, actually making the purchase also.

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